

DOCUMENT RESUME

ED 215 017

UD 022 145

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TITLE Multicultural Nonsexist Education in Iowa Schools: Home Economics & Industrial Arts.
INSTITUTION Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE 81
NOTE 24p.; For related documents see ED 198 241, ED 198 243 and ED 206 461.
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Curriculum Development; Elementary Secondary Education; Evaluation Criteria; *Home Economics; *Industrial Arts; Information Sources; *Multicultural Education; Program Content; *Program Development; Resource Materials; School Districts; *Sex Fairness
IDENTIFIERS *Iowa

ABSTRACT

This pamphlet is intended to be a guide to the development and implementation of the home economics and industrial arts components of a multicultural, non-sexist curriculum. Included are the rationale and philosophy of the curriculum plan, the legal requirements as defined by the Iowa State Board of Education, the goals and objectives of the curriculum plan, a self-evaluation checklist, a bibliography of resource materials, and a list of resource organizations. The self-evaluation checklist presents questions pertaining to curriculum structure and content, instructional materials, and teaching strategies. (Author/JCD)

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Multicultural Nonsexist Education

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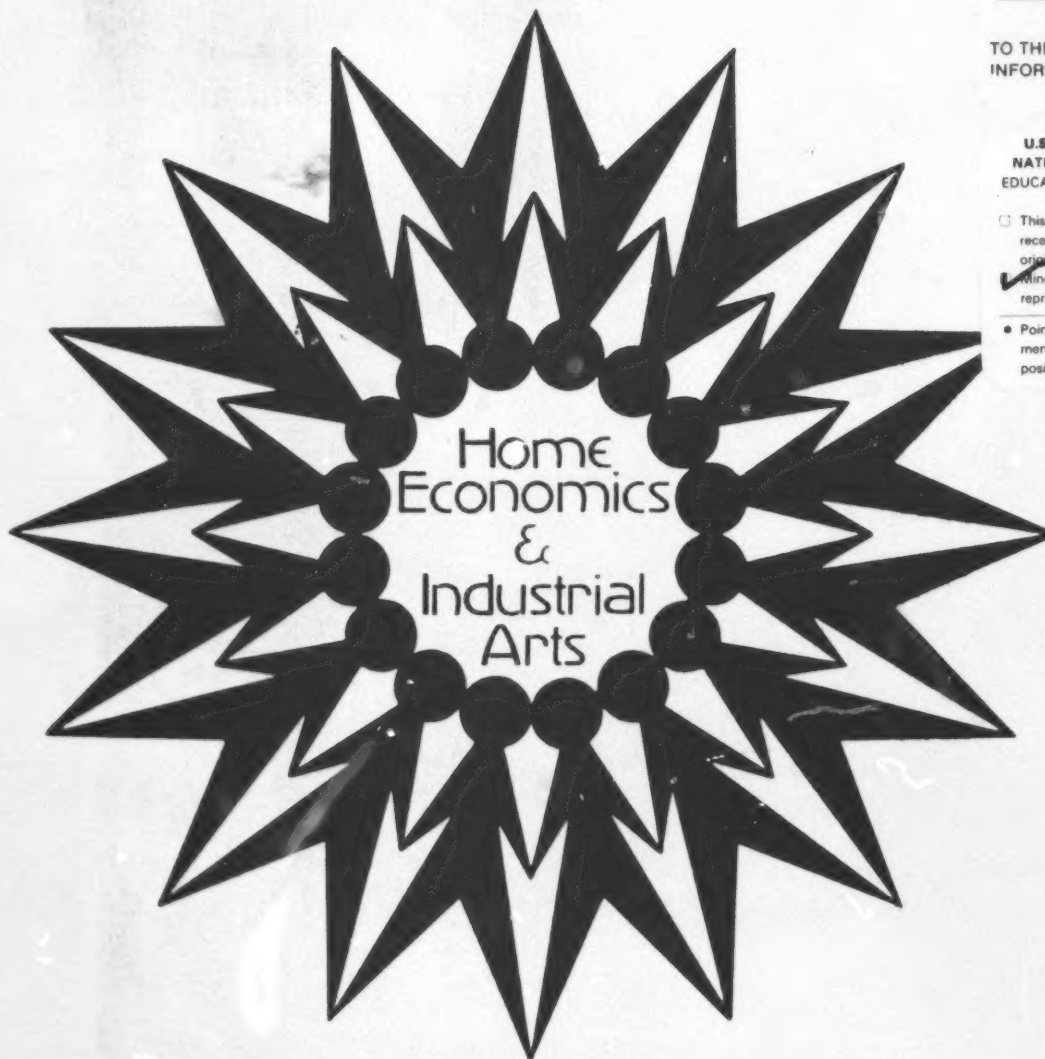
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1981

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This pamphlet is intended to be an aid for local curriculum committees who are developing and implementing the home economics and industrial arts components of their school's multicultural, nonsexist education plan.

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Definitions

1. **Home Economics:** The field of knowledge and service primarily concerned with strengthening family life through: educating the individual for family living; improving the services and goods used by families; conducting research to discover the changing needs of individuals and families and the means of satisfying these needs; furthering community, national and world conditions favorable to family living. (American Home Economics Association)
2. **Industrial Arts:** The field which provides opportunities for all students from elementary through higher education to develop an understanding about the technical, consumer, occupational, recreational, organizational, managerial, social, historical and cultural aspects of industry and technology. It is a field wherein students acquire industrial-technical knowledge and competencies through creative and problem-solving learning experiences involving such activities as experimenting, planning, designing, constructing, evaluating, and using tools, machines, materials, and processes. (Iowa Guide for Curriculum Improvement in Industrial Arts, K-12).
3. **Multicultural Education:** The educational processes which promote the understanding and appreciation of the cultural diversity of our pluralistic society. Within the total multicultural education process, special emphasis shall be placed on the following groups: Asian American, Black American, Hispanic American, and Native American and on the handicapped. The educational program shall be characterized by practices which provide equal opportunity for all participants regardless of race, color, age, national origin, religion or handicap.
4. **Nonsexist Education:** The educational processes which foster the knowledge of, and respect and appreciation for the historical and contemporary contributions of men and women to society, as well as those educational processes that reflect the wide variety of roles open to both men and women. The educational program shall be characterized by practices which provide equal opportunity to both sexes.
5. **Curriculum structure:** Those administrative processes and decisions which have an impact on the home economics and industrial arts programs.
6. **Curriculum content:** The concepts, processes, facts and values that are taught in the home economics and industrial arts programs.
7. **Instructional materials:** All educational media and equipment which are used in the home economics and industrial arts programs.
8. **Teaching strategies:** The methods and approaches the teacher uses in the home economics and industrial arts programs.
9. **Ethnocentric:** From the point of view of one's own ethnic group.

Rationale And Philosophy

It is important that all students see themselves positively reflected in their curriculum, regardless of their sex, race, cultural background or disability. Students who do not, often feel alienated from the educational process and may soon question their own worth.

It is equally important that students see the contributions and perspectives of the disabled, other races and cultural groups, as well as the opposite sex, reflected in the school curriculum. The students who are not exposed to other groups through the curriculum often develop an inflated sense of self or group superiority (the "we did it all" syndrome). This feeling can often lead to patronizing attitudes among individuals of one group to those in another group, or of one sex toward the other. If this feeling is reinforced over an extended period of time, it can develop into sexist, racial and cultural prejudice in adulthood.

The traditional school curriculum has been heavily influenced by the "melting pot" theory. This theory states that the many ethnic groups in the United States should be molded into a common group called "Americans" who have similar customs, values and language patterns. Cultural diversity is depicted as being a source of division and conflict, rather than a source of past, present and future richness, creativity and strength. This pressure toward conformity has led to the suppression of many native and immigrant cultural patterns. It has been a factor in excluding the contributions and perspectives of women, minority groups, the disabled and even immigrants from southern and eastern Europe from the school curriculum. The result of all this has been a curriculum in which many citizens do not see themselves or other groups reflected.

The multicultural, nonsexist curriculum is based on the theory of "cultural pluralism". Indian tribes were joined by men and women

from every continent and country on this planet. It represents cultural and sex role diversity as strengths which enrich the United States. The multicultural, nonsexist curriculum is one in which all citizens can see themselves and other groups reflected.

These concepts apply to all areas of the school curriculum, but they have special implications for home economics and industrial arts. Industrial technology is the broad domain of industrial arts education. Family life is the broad domain of home economics education. Students in these curricula are acquiring knowledge, skills and attitudes about two of our major social institutions; the family and industry. In stressing the importance of these institutions in the United States, it is essential that we consistently remember and present our contemporary national values of social equality.

Historically, the participation of female, male and minority students in home economics and industrial arts has fallen into more segregated patterns than in many other curricular areas. Sometimes inadvertently, educational systems have tracked certain students into, or away from, these courses and programs. Often, scheduling and counseling practices have tended to segregate home economics and industrial arts programs by sex. Through the curriculum content, and through the teaching materials and strategies used, both sexes and minority group members have gotten the message that certain of these courses are not intended for them. There is impetus now to amend these practices and to reduce their effects on students. This places industrial arts and home economics in a special position. These areas can become an exemplary equal-access model for the rest of education through the development of multicultural, nonsexist curriculum which has relevance to all students.

Several stereotypes* surround the teachers, the student clientele, the purpose and the content of industrial arts. One such stereotype is that of industrial arts as a white male bastion. The educational and occupational situation which gave rise to this stereotype is changing, and the curriculum can reflect and reinforce this change. The curriculum content can include the techno-industrial contributions of women and minority people to the lore and practice of industrial arts. The social biases which have had a negative impact on women and minorities in relation to industrial arts can be dealt with forth-rightly in the curriculum. All offerings can be positively presented as open, relevant and available to all students. Males and females of every cultural background can be encouraged to participate in all activities of the industrial arts classroom on a non-stereotyped basis.

Home economics lends itself well to multicultural, nonsexist approaches. Curriculum content dealing with clothing, housing, grooming and foods can be readily infused with cultural information and perspectives, and can be presented in ways that make it equally valid for both sexes. In the sense that each of us is part of a family, and each of us makes a home, we are all homemakers. Male and female students of all cultural groups can benefit from an approach to family life education which takes this into account. Content which deals with the impact of changing societal roles for men and women, the importance of parenting skills for fathers as well as mothers, and the necessity of home management skills for all, can be incorporated into the curriculum. This can

contribute to the continuing expansion and upgrading of the image and status of the homemaker, and provide more students with means for promoting the effectiveness and stability of future family life.

According to all predictions, students of today may realistically expect to fill long-term adult roles as both wage-earners and homemakers. Through totally integrated home economics and industrial arts, more students can obtain the practical and vocational skills and knowledge, and the career information which will prepare them to cope with this dual role. Careers and life roles related to these areas should be explored in ways that widen options for all students.

The laboratory setting of industrial arts and home economics classes provides unique opportunities for helping students develop understanding and skills in interpersonal and intergroup relations. In the laboratory setting, occasions for one-to-one and group cooperative efforts are frequent, and can be valuable vehicles for building trust and appreciation between students of different sexes, races, abilities and cultural backgrounds.

If we comprehend the pluralistic nature of the United States, we must recognize that one characteristic of a quality educational program is that it prepares students to live and work in a multicultural, nonsexist environment.

*The term, stereotype, is borrowed from the printing trade.

The Legal Authority

Iowa Code

(Sec. 257.25, Paragraph 1)

The State Board shall promulgate rules to require that a multicultural nonsexist approach is used by school districts. The educational program shall be taught from a multicultural nonsexist approach.

Iowa School Standards 670--3.5 (257)

3.5(3) Classroom instruction in each area of instruction shall be from a multicultural nonsexist approach in each school district, kindergarten through grade twelve.

3.5(5) BOARD OF DIRECTORS RESPONSIBILITY FOR ASSURING MULTICULTURAL NONSEXIST APPROACH-TO EDUCATIONAL PROGRAMS. Each board shall develop a written plan of action within one year of the effective date of this rule.* The plan shall include a specific timeline for implementation, not to exceed five (5) years, for achieving and maintaining a multicultural nonsexist educational program. A copy of the plan shall be filed locally in a readily available form and location, as evidence of compliance with the provision of the law.

3.5(5)c The multicultural nonsexist educational plan shall include:

- (1) Specific goals and objectives with implementation timelines for each component of the educational program;
- (2) A description of the inservice activities planned for all staff members on multicultural nonsexist education;
- (3) Evidence of systematic input by men and women, minority groups, and

the handicapped in the development and implementation of the plan, and that in schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually;

- (4) A description of the periodic, ongoing system to monitor and evaluate the plan.

3.5(6) Instructional program for each subject. Classroom instruction in each subject taught in the schools shall be based on careful planning. The board shall require that a resource guide be developed for each instructional sequence reflecting multicultural nonsexist approaches, and it shall include a statement of its educational purposes; suggested instructional activities, materials and content; and a description of the performance criteria used in evaluating each pupil's progress during the educational sequence.

The curriculum structure, content, instructional materials, and teaching strategies shall reflect the contributions and perspectives of women and men and diverse racial/ethnic groups. Where sex and/or cultural-racial stereotyping exists in instructional materials, it shall be brought to the attention of the students and supplementary materials shall be used to offset the stereotyping. Multicultural, nonsexist instructional materials shall be adopted at the first opportunity to do so. The curriculum shall include activities which promote an awareness of sexism and cultural, racial bias in the English language.

*Effective date of rule: July 16, 1979.

Goals and Objectives

Multicultural, nonsexist education concepts should be a visible, integral part of the home economics and industrial arts programs. They should be visible in the goals and objectives, the curriculum guides, and the daily lesson plans. The following goals are suggested as a model for the multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to home economics and industrial arts. Activities related to each of the objectives should be integrated into each grade level of the home economics and industrial arts programs.

Goal 1:

To help students develop positive and realistic self-concepts regardless of race, sex, cultural background or disability. This self-concept should be based upon an understanding and valuing of their own personal and group identities, as well as a greater awareness of their values and the relationship of those values to their everyday decisions and actions.

Objective a: Students will claim the practical and vocational skills learned in home economics and industrial arts as components of a gratifying and realistic self-concept.

Objective b: Students will explore and define their personal and cultural values, and the significance and effect of these values, in the areas of family life and industrial technology.

Goal 2:

To help students understand that both sexes, diverse racial/cultural groups and the disabled have made valuable contributions to the heritage of the United States and that this rich diversity enriches and strengthens our country.

Objective a: Students will demonstrate awareness of the technological innovations and other contributions made by diverse men and women to the area of industrial arts and home economics.

Objective b: Students will show understanding of the enriching impact of cultural pluralism on various areas of home economics such as clothing, food, housing and family traditions.

Objective c: Students will recognize that the contributions of some groups, and individuals from these groups, have been unrecognized or undervalued.

Goal 3:

To help students explore a broad range of lifestyles and career roles regardless of their sex, disability, race or cultural heritage.

Objective a: Students will recognize that stereotypes based on race, sex, disability and cultural heritage may impact unreasonably upon an individual's career choice.

Objective b: Students will be able to describe, in unbiased ways, the qualities, skills and preparation needed for careers in home economics and industrial arts and examine personal goals in relationship to these factors.

Objective c: Students will know that all people have legal rights and responsibilities relative to equal opportunity in educational programs and in employment and will understand the role of government agencies, professional associations, employers and unions in promoting equal employment opportunity.

Goal 4:

To help students understand that all persons are members of the human race and have common needs, feelings and problems, while at the same time stimulating their appreciation for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism and cultural bias are social phenomena.

Objective a: Students, recognizing that all cultures develop technologies and family structures as ways of meeting basic human needs, will develop a sensitivity to individual and family needs as they interrelate with the needs of a technological society.

Objective b: Students, having acquired a common set of practical and vocational skills, will recognize when courses, occupations and life roles are being categorized on the basis of race, sex or cultural stereotypes rather than on the basis of the skills required.

Objective c: Students will recognize that societal factors contribute to the involvement, or exclusion, of minority groups and women in particular occupations and life roles related to industrial arts and home economics.

Goal 5:

To help students develop positive interpersonal and intergroup communication techniques, as well as a motivation to play an active role in the solution of societal conflicts. Inherent in this goal is the understanding that present societal conflicts are a consequence of centuries of cultural and group conditioning, and that improved human relations depends upon increased intergroup and interpersonal communication, understanding and cooperation.

Objective a: Students will comfortably participate in group activities which build trust and cooperation among diverse groups and between the sexes and which use the positive contributions of all individuals and groups to accomplish common tasks.

Objective b: Students will recognize that industrial and technological progress can create as well as solve problems, and will be motivated to become actively involved in the discussion and resolution of present and future issues related to the family and the techno-society.

A Self-Evaluation Checklist

School districts in Iowa are currently being asked to review their curriculum programs to determine the degree to which they are consistent with the basic concepts of multicultural, nonsexist education. This checklist is intended to be a general guide to use when looking at the industrial arts and home economics curricula, K-12.

The answers to some of the questions in Section A may be rather obvious in some school districts. They are asked because the make-up of the instructional staff and the classroom student population have major implications for the strategies used in the multicultural, nonsexist education program. Districts which have stereotypical staffing patterns (examples: all male administrators, all females elementary instructors, all white staffs, all male vocational agriculture instructors, etc.) should build objectives for change into their employment policies. Scheduling traditions or policies which may reinforce or cause sex-typed class enrollments (80% or more of one sex) or minority isolation should be changed.

A. Curriculum Structure

1. Are there diverse role models (male-female), diverse cultures/races teaching home economics and industrial arts within the district? ☐ Yes ☐ No
 - a. If the answer to question #1 is no, what caused this to happen? Are there long-range strategies for changing this pattern? ☐ Yes ☐ No
 - b. What impact does this have on the strategies that will be used to achieve multicultural, nonsexist home economics and industrial arts objectives? ☐ Yes ☐ No
2. Are there disabled employees on the school district staff who may serve as role models for students? ☐ Yes ☐ No
3. Are there diverse student enrollments (male-female balance and ethnic and racial diversity similar to that found in the district) in all home economics and industrial arts programs and classes? If the answer to question #3 is no, what impact does this have on the strategies used to obtain multicultural, nonsexist home economics and industrial arts objectives? ☐ Yes ☐ No
4. Are home economics and industrial arts always scheduled back-to-back, contributing to sex-typed enrollments (80% or more of one sex)? Are scheduling practices used which may result in the isolation of racial/cultural groups or the disabled? ☐ Yes ☐ No
5. Are home economics and industrial arts units or courses given titles or descriptions which facilitate the movement away from segregation? ☐ Yes ☐ No
6. Has there been meaningful interaction between the home economics and industrial arts teachers and the persons responsible for the school district's multicultural, nonsexist education plan? ☐ Yes ☐ No

7. Has inservice on multicultural, nonsexist approaches to the industrial arts and home economics curricula been provided for all teachers? ☐ Yes ☐ No
8. Have the district administrators incorporated multicultural, nonsexist education concepts into the staff evaluation procedure? ☐ Yes ☐ No
9. Are regular opportunities provided for home economics and industrial arts teachers to interact with the elementary teachers who introduce home economics and industrial arts content to students? ☐ Yes ☐ No
10. Are all home economics and industrial arts programs and courses offered on a totally integrated basis? ☐ Yes ☐ No
11. Are home economics and industrial arts community advisory committees reflective of the community in regard to male-female population? Is there minority group representation? Are disabled persons represented? ☐ Yes ☐ No
12. Have pre-requisites for upper-level courses been examined to assure that they do not unnecessarily exclude any student? ☐ Yes ☐ No
13. Are integrated exploratory programs required for both males and females? ☐ Yes ☐ No

B. Curriculum Content

1. Does the content of home economics and industrial arts treat men and women as having the same potential responsibilities and capabilities in household matters?
Examples: child care and auto maintenance. ☐ Yes ☐ No
2. Do the home economics and industrial arts curricula include career education units/activities which permit students to view women and men, minority and non-minority persons, disabled and able-bodied persons in a variety of paid and unpaid roles related to home economics and industrial arts? ☐ Yes ☐ No
3. Do the home economics and industrial arts curricula focus on both homemaking and wage-earning as being long-term roles for all adults regardless of race, sex, culture or disability? ☐ Yes ☐ No
4. Do the home economics and industrial arts curricula contain activities which prepare students to live and work with those physically and culturally different from themselves as well as those who are physically and culturally similar? ☐ Yes ☐ No

5. Do the curricula contain content about laws which relate to equal opportunity in home economics and industrial arts education and employment? _____Yes_____No
6. Do units on building and housing:
- Contain information about civil rights in housing? _____Yes_____No
 - Acknowledge architectural innovations of several cultural groups? Examples: Swedish log cabins, Native American highrise adobe complexes? _____Yes_____No
 - Analyze the influence of cultural background on housing choice? _____Yes_____No
 - Analyze housing needs of several kinds of families such as nuclear, single-parent, extended families? _____Yes_____No
7. Does the content in both areas encourage all students to assume a variety of roles in production and problem-solving situations (i.e., leadership, executive, supervisory)? _____Yes_____No
8. Does the content of both curricular areas make it clear that disadvantaged and handicapped females have the same need of employability skills as disadvantaged or handicapped males? _____Yes_____No
9. Does the content of both areas avoid suggesting that certain kinds of work are for women, others for men; that certain kinds are for majority people, others for minority people? _____Yes_____No
10. Does the curriculum content in both areas include information on the participation and distribution of women and minorities in the labor force? _____Yes_____No
11. Does the content of both areas include adequate discussion of nontraditional career choices for males and females? _____Yes_____No
12. Does the home economics content deal with the management concerns of many kinds of families; single-parent, extended, two-career, nuclear, etc.? _____Yes_____No
13. Does the home economics content include the history, selection, construction and care of men's clothing? _____Yes_____No
14. Does the home economics content on grooming analyze the degree to which the evaluation of beauty and personal appearance are affected by the cultural background of the viewer? Is content included about grooming for males and racial minority individuals? _____Yes_____No
15. Does the home economics content analyze the influence of culture on clothing, food, housing and family customs in the United States? _____Yes_____No

16. Does the industrial arts content portray females and minority individuals working out technical/managerial problems as often as majority males? _____ Yes _____ No
17. Does the industrial arts curriculum include content which helps make students aware of the techno-industrial contributions of women and minority persons to the area of industrial arts in the past and in the present? _____ Yes _____ No
18. Does the industrial arts curriculum contain content which deals with the social biases which have had a negative impact on minorities and women in industrial arts and related employment? _____ Yes _____ No

C. Instructional Materials

1. Are illustrations in textbooks, supplementary materials, audio-visual aids, and on the bulletin boards representative of the cultural/racial diversity in the United States as well as the roles open to men and women in today's society? Are disabled persons represented? _____ Yes _____ No
2. Are both women and men, diverse cultural/racial groups and the disabled shown in both active and passive roles? _____ Yes _____ No
3. Are the contributions and perspectives of both men and women, diverse cultural/racial groups, and the disabled included in home economics and industrial arts texts? _____ Yes _____ No
4. Is the information about men and women, the various cultural/racial groups and the disabled accurate? _____ Yes _____ No
5. Do the materials avoid reinforcing stereotypes about cultural/racial groups, men and women or the disabled? _____ Yes _____ No
6. Are members of diverse cultural/racial groups, both women and men and the disabled shown engaged in a broad-range of social and occupational activities? _____ Yes _____ No
7. Are all points of view concerning issues included? (Or, are only Anglo points of view or those of one sex, emphasized?) _____ Yes _____ No
8. Does the material include the contributions and involvement of women and men as well as cultural/racial groups at all points where it is appropriate and meaningful to do so? _____ Yes _____ No
9. Have multicultural, nonsexist criteria been integrated into the home economics and industrial arts textbooks adoption process at the district level? _____ Yes _____ No

10. Are instructional materials free of ethnocentric or sexist language patterns which may make implications about persons or groups solely based upon their culture, race, sex, or disability? ____ Yes ____ No
11. Do texts deal openly and accurately with racism, handicapism and sexism in the workplace and in the wider society? ____ Yes ____ No
12. Do all materials use occupational titles which are gender-free? Example: Drafter, rather than Draftsman. ____ Yes ____ No

D. Teaching Strategies

1. Are role-playing, group projects, the enterprise approach, etc. used as vehicles for increasing students' skills in interpersonal and intergroup relations? ____ Yes ____ No
2. Are persons of diverse cultural/racial groups, as well as men and women in both traditional and nontraditional roles, used as community resource persons in the classroom? ____ Yes ____ No
3. Are students alerted to stereotyping when it occurs in instructional materials? ____ Yes ____ No
4. Is there a plan to ensure that students may comfortably transcend stereotypes when making lab project choices? ____ Yes ____ No
5. Is there a plan to ensure that recruitment for cooperative work study programs facilitates the movement away from segregated programs? ____ Yes ____ No
6. Is there a plan to ensure that students may comfortably transcend stereotypes when choosing career exploration and work study sites? ____ Yes ____ No
7. Have classroom teachers informed resource people at community sites of the school's legal obligation to place students only at community sites which do not discriminate in employment? ____ Yes ____ No
8. Are classroom management strategies and role assignments used which reinforce multicultural, nonsexist behavior? ____ Yes ____ No
9. Where current instructional materials reflect bias on the basis of race, sex, culture or disability, are supplementary materials used to offset the bias? ____ Yes ____ No
10. Are students encouraged to explore, express and defend their personal values? ____ Yes ____ No
11. Do classroom teachers avoid using sexist or ethnocentric language? ____ Yes ____ No

12. Are classroom bulletin boards and teacher-made displays representative of the cultural/racial diversity in the United States and the roles open to both women and men? ____ Yes ____ No
13. Have classroom teachers alerted the counseling staff to possible multicultural, nonsexist guidance techniques which are relevant to course work and career preparation in Industrial Arts and Home Economics? ____ Yes ____ No
14. Do classroom teachers encourage students to inquire into the historic involvement, or exclusion, of minority groups and women in particular occupations? ____ Yes ____ No
15. Have classroom teachers (and others) developed special support strategies for nontraditional students? ____ Yes ____ No
16. For class visits to community sites, do classroom teachers attempt to locate nontraditional role models in the workplace? ____ Yes ____ No
17. Do classroom teachers assist elementary teachers to present home economics and industrial arts content from a multi-cultural, nonsexist approach? ____ Yes ____ No
18. Have home economics and industrial arts teachers explored possibilities for cooperative planning and teaching across these two disciplines? ____ Yes ____ No
19. Have home economics and industrial arts teachers explored possibilities for providing reinforcement of multicultural concepts from other content areas (through the use of foods, processes, materials, tools, etc. students can be given meaningful hands-on experiences which are not readily available in other classrooms)? ____ Yes ____ No
20. Do classroom teachers encourage students to research the contributions of diverse people to the areas of home economics and industrial arts? ____ Yes ____ No
21. Do classroom teachers take advantage of special opportunities such as "Craftswomen In The Schools" and "career days" to expose students to nontraditional occupations? ____ Yes ____ No
22. Do teachers expect the same behaviors and sense of purpose from all students? ____ Yes ____ No

Bibliography of Resource Materials

The following materials are recommended resources for industrial arts and home economics teachers who are striving to implement multicultural, nonsexist education concepts. They are primarily teacher resources, but some include lists of materials or activities that can be used in the classroom. It is meant to be a selective listing rather than a comprehensive one. It should provide a nucleus for a resource center that will grow in the future.

"Americana . . . Culture, Cuisine and Customs: Jewish American, New York Style." *Forecast for Home Economics*, Vol. 23, March 1977.

"Americana . . . Culture, Cuisine and Customs: Louisiana." *Forecast for Home Economics*, Vol. 22, March 1976.

"Americana . . . Culture, Cuisine and Customs: Soul Food." *Forecast for Home Economics*, Vol. 22, March 1976.

"A Taste of Tradition: Japanese." *Forecast for Home Economics*, May/June, 1978.

"A Taste of Tradition: Italian." *Forecast for Home Economics*, January, 1978.

"A Taste of Tradition: Mexican." *Forecast for Home Economics*, September, 1977.

These articles discuss food traditions of various ethnic groups and the influence they have had on American culture and cuisine.

American Institutes for Research. *Activities to Combat Stereotyping in Career Choice*. Available from Publications Department, American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302. (415/493-3550). 1980. Price free.

Classroom activities are provided which help reduce stereotyping on the bases of

race, sex and disability. Ask for both the teacher's manual and the classroom activities packet. Activities are suggested at both the elementary and secondary levels.

Baxandall, Rosalyn, Gordon, Linda and Reverby, Susan. *America's Working Women*. Vintage Books, 201 E. 50th Street, New York, N.Y. 10022. (212/751-2600). 1976. Price \$4.50.

Through a collection of documents, the authors trace the history of women's work through four centuries. Examples are drawn from the labors of secretaries, waitresses and factory workers rather than the upperclass women who have traditionally dominated the feminist movement.

Briggs, Norma L. *Women and the Skilled Trades*. Available through the National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (614/486-3655). 1978. Price \$2.80.

Presents an overview of women in skilled trades from the standpoint of wages, hiring practices, minority representation, apprenticeship training programs, government jobs, and the future job market.

Campbell, Sally R. "Adapting for Cultural Differences." In *Consumer Education, In An Age of Adaptation*. Consumer Education Services, Sears Roebuck & Company, D/703, Sears Tower, Chicago, Illinois 60684. Available through Association Films, 512 Burlington Avenue, LaGrange, Ill. 60525. (Code No. ER7) 1971. Price \$2.00.

Outlines suggestions for including ethnic diversity when teaching consumer education.

Council on Interracial Books for Children. *Racism in Career Education Materials: How To Detect It and How To Counteract It in The Classroom*. CIBC Resource Center, Room 300, 1841 Broadway, New York, N.Y. 10023. (212/757-5339). 1975. Price \$2.50.

Within this book, one hundred examples of career education materials from all grade levels, print and non-print, were examined for evidences of racism. The booklet includes the criteria developed for the analysis, the findings, suggestions to teachers, lesson plans and a bibliography on racism.

Department of Home Economics Education, Iowa State University. *Promoting Sex Equity in the Classroom: A Resource for Teachers of Vocational and Technical Education*. Available from the Publications Section, Iowa State Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515/281-3038). 1979. Price \$6.18.

An Iowa team of vocational and technical educators, including more than 80 classroom teachers, worked together to develop materials evaluation guidelines and instructional modules for promoting sex equity in the classroom. Sample lesson plans, field-tested by secondary and post-secondary classroom teachers, are included.

Dopkin, Doris. (edit.) *Strategies for Equality: Vocational Education, Including Home Economics and Industrial Arts, Volume II*. Available from the Training Institute for Sex Desegregation, Federal Hall, Douglas College, New Brunswick, New Jersey. 08903. (201/932-9808). 1979. Price \$4.40.

A compilation of ideas generated by teachers at a training and curriculum development session on sex equity in vocational education at Rutgers University. It contains chapters on planning and implementing sex-integrated home economics and industrial arts at the K-12 levels.

The Fable of He and She. Color film. 11 minutes: Customer Service, Learning Corporation of America, 711 Fifth Avenue, New York, N.Y. 10022. (212/397-9360). 1974. Sale \$225, Rental \$25, VTR \$175.

This fable, animated with clay figures, challenges the stereotypical sex division of work. In the end, new ways are found to divide labor so that individuals are able to work at what best suits them. Charming, humorous and non-threatening. Useful and enjoyable for all ages.

Farris, Charlotte J. *Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators*. Available through Project MOVE, Department of Voc Tech Education, SUNY College of Technology, 611 Court Street, Utica, N.Y. 13502. (315/792-3535). 1978. Price \$3.00.

A comprehensive source book that involves background information, fact sheets, checklists, guidelines, resources, bibliographies and activities on sex stereotyping and bias, the changing labor force and family, legislation, educators' and adolescents' textbooks, AV materials, testing, career education and occupational recruitment.

Froede, Joan. *Caves to Condos: A Non Sexist Curriculum Guide for Practical Arts*. Available from Institute for Equality in Education, University of Colorado at Denver, 1050 9th Street, Denver, Colo. 80202. (303/629-2400). 1978. Price free.

This curriculum guide for grades seven and eight presents a one-semester course in coed practical arts to provide students with the skills and knowledge necessary for everyday living. A unit is devoted to each of the four following topics: foods and nutrition, including meal preparation; shelter, focusing on the financial aspects of housing; clothing, encompassing fabric knowledge, simple repairs and the use of sewing machines

and other tools; and living in society, discussing babysitting, parent-child relationships and peer relationships.

Gould, William B. "Black Workers in White Unions" *Black Enterprise*, Vol. 8, No. 3, October, 1977. pp. 67-72.

An overview of the posture of unions toward racial discrimination within their organizations. Gould takes the position that unions do not have a good record in fighting this form of discrimination and that attention to this issue and solutions for it, which will increase opportunities for employment of minority persons, are focal to the whole array of race relations issues that impact on the well-being of the family, of education and of nondiscrimination in housing.

Gravatt, Arthur. "Family Ethnic Study." In *Concomitant Learnings: Hidden Influences in the Classroom*, edited by Sharon A. Wallace. Available from the American Home Economics Education Association, 1201 16th Street N.W., Washington, D.C. 20036. (202/833-4138). Price \$3.00.

With chapters in all major areas of home economics, this book shows how students may react to "hidden influences" in the classroom that effect what the student learns. Gravatt's chapter describes learning activities for teaching about families from different ethnic groups.

Great Black Inventors Calendar. Miller Brewing Company, Great Black Inventors Calendar, P.O. Box 7815, Westbury, N.Y. 11592. Price \$2.25.

This calendar features posters of famous Black inventors. It would be useful for adding a multicultural flavor to bulletin boards and the classroom environment.

Haller, Elizabeth S. (edit.) *New Perspectives: A Bibliography of Racial, Ethnic and Feminist Resources*. Available from the

Bureau of Equal Educational Opportunity, Pennsylvania Department of Education. 1977. Price free.

A comprehensive bibliography of print and non-print resources for infusing multicultural, nonsexist approaches into the curriculum.

Hayden, Robert C. *Eight Black American Inventors*. Addison Wesley Publishing Company, Reading, Massachusetts 01867. (617/944-3700). 1972. Price \$6.95.

Biographies of eight prolific black inventors - Barret A. Morgan, Lewis Temple, Frederick McKinley Jones, Jan E. Matzeliger, Lewis H. Latimer, Elijah McCoy, Norbert Rillieux and Granville T. Woods - who have greatly influenced industry. The inventions range from whaling harpoons to electrical appliances to refrigerated trucks, with a total of over 160 patents among them.

Hoyt, Kenneth B. *Career Education and Minorities*. Available in a 1980 reprint from the Career Education Division of the Iowa State Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515/281-4702). 1977. Price free.

One of a series of monographs dealing with career education, this booklet gives a great deal of background information on career education for minority students including an explanation of minority concerns and possible approaches to meeting these concerns.

Manning, Doris E. "What's Your Cultural Literacy Score?" *Illinois Teacher of Home Economics*, Vol. XXIII, March/April 1980. pp. 194-195.

Discusses three steps to becoming culturally literate: 1) become conscious of one's own culture, 2) analyze selected areas of another culture and 3) record information about other cultures; identify subjective feelings and inferences.

Manno, Anne. "Foods of the American Indian." *Forecast for Home Economics*, Vol., 19, October 1973. pp. 66-68. Discuss foods of Native Americans that lived in various geographical areas of this country. Includes recipes.

Matthews, Martha and Shirley McCune. *Try it, You'll Like It: A Student's Introduction to Nonsexist Vocational Education*. Available through the Council of Chief State School Officers, 400 N. Capitol Street, Suite 379, Washington, D.C. (202/624-5300). 1978. Price \$1.00. This workbook helps students of both sexes to explore their interests, consider roles in the paid work force and evaluate whether nontraditional vocational training might offer a way to pursue interests or gain skills needed for work inside and outside the home. It also helps students to become familiar with their legal rights to nondiscrimination and equal treatment in schools and employment.

Miller, Jill Nhu Huong. *Vietnamese Cookery*. Available through the Japanese American Curriculum Project, 414 East Third Avenue, San Mateo, California 94401. (415/343-9408). 1980. (fourth edition). Price \$5.25.

This book has instructions that beginning cooks, as well as experienced cooks, can follow to make some typical Vietnamese dishes.

Oregon Department of Education. *Home Economics for Oregon Schools: Individual and Family Resources; Nutrition and Foods; Textiles and Clothing; Living Environments; Human Development and the Family*. Available from the Documents Clerk, Oregon State Department of Education, 700 Pringle Parkway S.E., Salem, Oregon 97310. (503/378-3589). 1978. Price free.

This set of five goal-based curriculum guides provides suggested district, program and course goals for home

economics. Suggested learning activities for meeting and assessing these goals and a bibliography of resources are included. These manuals include some goals and activities which infuse multicultural, nonsexist educational concepts into the home economics curriculum.

Peterson, Marla and Louise Vetter. *Sex Fairness in Career Education*. Available through the National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (614/486-3655). (Order No. IN 109). 1977. Price \$3.25.

Analyzes literature that deals with sex fairness in career education and gives an overview of the current status of working women, including reasons why they work, occupations in which they work, their comparative income levels, and reasons for their present situation.

Pennsylvania Department of Education. *Equal Rights--An Intergroup Education Curriculum*. Available through the Bureau of Equal Educational Opportunity, Pennsylvania State Department of Education, 333 Market Street, Harrisburg, Penn. 17108. (717/783-6788). 1974. Price free.

A curriculum development guide designed to assist educators in their efforts to explore with students the attitudes and skills essential to friendly relations between diverse individuals and groups. Based on a common core of concepts, the guide suggests objectives and activities for various content areas including a unique segment on multicultural approaches to industrial arts. (Home economics is not included.)

Pennsylvania State Department of Education. *PDE Guidelines for Creating Positive Sexual and Racial Images in Educational Materials*. Available through the Bureau of Equal Educational Opportunity, Pennsylvania State Department of Education, 333 Market Street, Harrisburg,

Penn. 17108. (717/783-6788). 1975. Price free.

The Pennsylvania state education agency has expanded the MacMillan Publishing Company's excellent guidelines to include evaluation tips for instructional materials in the areas of home economics, industrial arts and vocational education.

Project MOVE. "Maximizing Options for Recruiting Enrollment in Industrial Arts". Available through Project MOVE, SUNY College of Technology, Department of Voc Tech Education, 811 Court Street, Utica, N.Y. 13502. (315/792-3535). 1979. Price \$1.00.

A simulation activity which identifies and clarifies how sex role stereotyping can limit enrollment of females in industrial arts courses and programs.

Project MOVE. *Expanding Roles: Activities for Promoting Youth Leadership and Organizations*. Available through Project MOVE, SUNY College of Technology, Department of Voc Tech Education, 811 Court Street, Utica, N.Y. 13502. (315/792-3535). 1980. Price \$10.00

A student organization activity kit containing activities for youth group members and advisors to do, including "how to" guidelines and factual information to expand roles and develop leadership. Includes: filmstrip "Expanding Roles," a game, and a set of 12 cartoons suitable for bulletin boards and other uses. This kit would also be useful to classroom teachers who are not club sponsors.

Sadker, David. *Being A Man: A Unit of Instructional Activities on Male Role Stereotyping*. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Stock #017-080-01777-6). 1977. Price \$2.10.

Provides classroom activities for exploring masculinity and sex stereotypes, with directions for teacher and student roles.

Sasse, Connie R. (edit.) "Enhancing Cultural Pluralism Through Home Economics." *Tips and Topics in Home Economics*, Vol. XV, October 1974.

This issue of *Tips and Topics* includes a variety of teaching ideas for implementing multicultural education in home economics content areas.

Scott, Patricia B. "Teaching About Black Families Through Black Literature." *Journal of Home Economics*, Vol. 68, March 1976.

Outlines some ways in which black literature might be used in teaching about Black family life.

Smith, Amanda J. and Charlotte J. Farris. *Pioneering Programs in Sex Equity: A Teacher's Guide*. Special Publications, American Vocational Association, 2020 North 14th Street, Arlington, VA 22201. 1980. Price \$6.00.

Provides background information and suggested activities for vocational educators who want to lead their students toward an understanding of what sex equity means and how it affects their daily lives. Places strong emphasis on workable approaches to encouraging students to select careers in fields which have not been traditional for their sex. Excellent inservice and classroom guide.

Stebbins, Linda B., Nancy L. Ames and Ilana Rhodes. *Sex Fairness In Career Guidance, A Learning Kit*. Abt Publications, 55 Wheeler Street, Cambridge, Mass. 02138. (617/492-7100). 1976. Price \$16.50, plus \$1.50 shipping.

A set of self-administered curriculum materials which could be used by counselors and teachers to aid in the elimination of sex-role stereotyping and sex bias in the process of career choice. Includes sections on awareness, suggestions for sex-fair career guidance, guidelines for use of career interest inventories, an extensive resource guide, a tape of simulated career guidance situations and spirit masters for the duplication of activities.

Steiger, JoAnn and Sue Schlesinger. *Fostering Sex Fairness in Vocational Education: Strategies for Administrators*. Available from the National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (614/486-3655). 1979. Price \$2.20.

Although written expressly for administrators, this booklet provides all educators with a concise and complete overview of sex equity issues and alternative strategies which will foster sex fairness in vocational education.

Vetter, Louise; Cheryl Meredith Lowry; and Carolyn. *Sugar and Spice Is Not the Answer? A Parent Handbook on the Career Implications of Sex Stereotyping*. Available from the National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (614/486-3655). 1977. Price \$4.50.

Explains how children's career options can be limited by sex-role stereotyping, why it is important that children not be limited by preconceived sex roles, and what parents can do to help combat stereotyping. Explores the socializing influences of sex-role stereotyping of male and female behavior, career choices and participation in the work force.

VOC ED. Journal of the American Vocational Association. 2020 North 14th Street, Arlington, VA 22201 (703/522-6121).

*The January, 1980 (Vol. 55, No. 1) issue is devoted to the concerns, perspectives and involvement of Black Americans in vocational education. Articles include: "How Well Are We Serving Black America?" and "The History of Blacks in Vocational Education."

*The April, 1980 (Vol. 55, No. 4) issue is primarily an overview of sex equity in vocational education. It offers an assessment of the status of sex equity at the present, and some strategies for making greater progress in the future.

*The April, 1981 (Vol. 56, No. 3) issue is given over to the concerns surrounding vocational education for students who are disabled. It provides insights and tips for helping handicapped students succeed.

Wall, James E. (edit.) *Vocational Education for Special Groups*. Sixth A.V.A. Yearbook. Available from Special Publications, American Vocational Association, 2020 North 14th Street, Arlington, Virginia 22201. 1976. Price \$12.00.

Identifies special educational needs of target groups such as minorities, women, and the handicapped. Describes specific strategies vocational educators can use to work effectively with these students.

When I Grow Up. Color film. 20 minutes. East Central Network and Illinois Vocational Curriculum Center, Sangamon State University, E-22, Springfield, Ill. 62708. (217/786-6375). Available on a free two-week loan.

Short sequences show examples of sex-role stereotyping as it exists in school from kindergarten through high school, vocational and nonvocational. It is geared towards all adults involved in any aspect of the education of students, but could be used in secondary classrooms as well. A discussion guide accompanies the film.

Women on Words and Images. *Guidelines for Sex-Fair Vocational Education Materials*. Available from the National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (614/486-3655). 1978. Price \$4.95.

This set of three booklets offers a variety of suggestions for eliminating sex bias in instructional materials. The set includes: "Guidelines For Sex-Fair Vocational Education Materials," "Guidelines For the Creative Use of Biased Materials in a Non-Biased Way," and "A Checklist For Evaluating Materials." These booklets are designed to raise awareness and to offer strategies for evaluating, adopting, adapting and developing non-biased materials for classroom use.

Resource Organizations

The agencies or persons listed below are just a few of those which may provide assistance, ideas and information on resources to school districts that are striving to implement multicultural, nonsexist home economics and industrial arts programs.

Council for Exceptional Children. 1920 Association Drive, Reston, Va. 22091. The Council is an excellent resource agency for educators who want to increase student awareness about disabled persons.

Dissemination Center for Women's Educational Equity Act Program. C/O Education Development Center, 55 Chapel St., Newton, Mass. 02160. Toll free number: 1-800-225-3088.

The Women's Educational Equity Act (WEEA) was passed by Congress in 1974 to promote sex equity in education. Funds were made available for developing: inservice training programs, curriculum evaluation instruments, sex fair curriculum materials and women's studies units. The Center is responsible for disseminating the educational products of the WEEA program.

The Educational Equity Section of the Iowa Department of Public Instruction. Grimes State Office Building, Des Moines, Iowa 50319. Phone: (515) 281-3152.

The Educational Equity Section is funded to provide assistance to Iowa educational agencies in the areas of: sex and race desegregation, multi-cultural, nonsexist curriculum; human relations, and bilingual education.

Home Economics and Industrial Arts Consultants. Area Schools and Career Education Branch, Iowa State

Department of Public Instruction, Grimes State Office Building, Des Moines, Ia. 50319. (515) 281-3575.

These consultants provide program assistance in all areas of industrial arts and home economics.

Iowa Area Education Agencies. Multicultural, Nonsexist Education Coordinators. The Area Education Agencies have begun to build a capacity for providing assistance to school districts as they work toward educational equity goals. Each agency has a consultant who has responsibility for multicultural, non-sexist education. You are encouraged to contact your local area agency coordinator.

Midwest National Origin Desegregation Assistance Center. School of Education, University of Wisconsin--Milwaukee, 453 Enderis Hall, P.O. Box 413, Milwaukee, Wis. 53201.

This center is one of nine "Lau" centers in the United States funded by the U.S. Office of Education under Title IV of the Civil Rights Act of 1964. The charge of the Center is to assist school districts in providing whatever special services are necessary to ensure that a student whose dominant language is not English is not limited in his or her participation in educational activities by a lack of proficiency in English. The Center serves 10 Midwest states including Iowa.

The Midwest Race and Sex Desegregation Assistance Center. 1627 Anderson Ave., Box 3000, Manhattan, Kan. 66506.

The Midwest Center is a federal agency which provides assistance to school districts in Iowa, Nebraska, Kansas and Missouri in the areas of sex and race desegregation, multicultural, nonsexist curriculum, and human relations.

National Association for the Advancement of Black Americans in Vocational Education. NAABAVE (Nay-bave) has been established as a forum for addressing Black and other minority concerns in vocational education. The organization functions primarily as a network for providing information, for locating resources, and for promoting equality in vocational education programs. For further information about, and from, NAABAVE, contact Dr. N. Allen Sheppard, President of NAABAVE, Virginia Polytechnic Institute, Blacksburg, Va. 24060. (202) 471-4600.

The National Center for Research in Vocational Education. Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. (614) 486-3655; or 1-800-848-4815 toll free.

The Center is a valuable resource for vocational and career educators who are working to implement multicultural, nonsexist curriculum. It sponsors research, develops and disseminates educational materials, and provides informational services for the improvement of vocational programs. Write or call for a descriptive brochure and for publications listing educational

materials available through the Center for promoting equity in vocational programs.

Project MOVE (Maximizing Options in Vocational Education). Department of Voc Tech Education, SUNY College of Technology, 811 Court Street, Utica, N.Y. 13502. (315) 792-3535.

An agency of the New York State Education Department Office of Occupational and Continuing Education, Project MOVE develops and implements a variety of strategies for reducing the impact of sexism on male and female students in vocational education. Write or call for descriptive information about services and products. A free bi-monthly bulletin is mailed on request as long as funding is available.

Women's Bureau. Office of the Secretary, U.S. Department of Labor, Washington, D.C. 20210. (202) 523-6611.

The Bureau has produced many reports on the status of women in the labor force; booklets, pamphlets and handbooks for women, educators and employers, as well as project reports on women and training. A publication list is available upon request.